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inch? $14 \times 1 \times 1$ inch? How many pounds will be required to break one that is $28 \times \frac{1}{4} \times \frac{1}{4}$ inch?

[NOTE.—If there is doubt have the sticks ready for the children to prove their results.]

Draw the picture of a stick of oak that will require 30 pounds to break it, if it takes 15 pounds to break one $14 \times \frac{1}{4} \times \frac{1}{4}$ inch.

(d) Why are frame houses painted? Weigh specimens of different woods painted and unpainted. Soak in water. Compare results.

II. Manual Training.

Give the children a choice of three articles: 1. A pencil-box for use in school. 2. A match-safe for use at home. 3. A writing-pad, either for self or for a present. A working-drawing or plan must be made as a guide from which to work. The children will plan the articles, in proportion to their requirements, making a cardboard model first.

The pencil-box will probably be $9 \times 3 \times 2$ inches. The working-drawing will consist of three rectangles: (a) 9×3 inches, to represent the top and bottom. (b) 9×2 inches, to represent the sides. (c) 2×3 inches, to represent the ends. How many square inches of wood will be needed for the top and bottom? For the sides? For the ends? The entire box? How many cubic inches will it contain? How many inches

of board, 12 inches wide, will you need for the entire box when you go to the Manual Training room, if you allow 2 inches for waste between pieces?

The match-safe consists of a rectangular piece of wood, 6×8 inches, with a half-inch bevel. On the left-hand side is placed the pocket for the matches, which is composed of a semi-circular wooden shelf 2 inches in diameter, and a rectangular piece of leather, decorated with pyrographic designs, made by the children. On the right-hand side, a piece of sandpaper $1\frac{1}{2}$ inches by 3 inches, with clipped corners, is placed symmetrically with regard to the shelf.

The working-drawing consists of three rectangles and a semicircle, or half-ellipse, according to the ability of the children.

The first rectangle represents the board, with dotted lines showing the bevel and the definite location of the pocket and sandpaper.

The second rectangle represents the leather.

The third rectangle represents the sandpaper.

The semicircle or half-ellipse represents the shelf.

The writing-blottedter consists of a thin board 12×9 inches, with triangular corners of leather, decorated with pyrographic designs, and blotters cut to fit.

Literature and Simple Entertainments by the Children

Flora J. Cooke

During two periods a week the children of each grade will entertain the children of the other grades, and once each week light refreshments will be served. Within certain limits, the children will choose the menu, prepare the food, and serve their guests according to their own plans.

The first grade entertainment, although a matter of choice with the children, will probably include action games, sense games, the guessing game in which they describe the flowers and birds seen upon their field trips, and the telling and dramatization of stories and poems.

The fourth grade will illustrate with models, drawings, pictures, and stereop-

tics views various subjects which they think the children of the first grade can enjoy. They will also tell and dramatize stories, and teach the little children traditional plays and games.

The teacher will endeavor to make every phase of the work educative as well as pleasant. The stories told by the teacher will in every case have significance in the immediate life and work of the children, and will be selected to arouse such emotions as children can express in their undirected action. They will include such myths and nature stories as may best help the children to see, from another and more beautiful point of view, the things which they have observed in nature; as,

for example, in their study of trees they will be given Lowell's poem, "Rhoecus." In this they will see that the spirit of nature can only companion him who is kind and good. They will also have stories which embody ideals of courage, generosity, wisdom, and kindness to animals. These are intended both to emphasize the work in history and geography, and also to influence the daily actions of the children. *Prometheus, Hiawatha, Ulysses, and King Solomon and the Bees* are illustrative of this type of story. Stories of invention and industry will be told in connection with some invention for which the children feel the need. In them they may compare

the results of their own crude efforts with the work of those who, having the same problem, have permanently benefited the world. They thus begin to realize something of the cost of success in any valuable undertaking. The works of the Greeks, and story of Palissey the Potter, are examples of this class of stories. The list of stories which will be used is not given here, for the reason that their choice will depend entirely upon the daily experiences and needs of the children in the Model School. At the end of the session the teachers may obtain summaries of the stories used, with notes and suggestive references.

Art Expression for Primary Grades

Antoinette Hollister

The art expression for primary grades will grow principally out of the work done in nature study. The topography of the Winnetka region is to be crudely represented in miniature by a clay model. For this work the children will be divided into groups, and each group will model in the field one of the areas, all of the groups co-operating afterward in making the model of the whole region.

Material will be brought from the field to illustrate the characteristic flora of these various areas, and careful studies will be made of them at school.

In the later work in the field, sketches will be made of trees, shrubs, or herbs whose presence in this region is significant.

Studies in detail of these plants will show their adaptation to soil and atmospheric conditions.

At the same time the children will study the animal life of this locality and the inter-relation of the plant and animal life, recording with paint or clay their observations as to how the plants are aided by the animals, how injured by them, and with what devices nature protects plants from the ravages of animals.

In order to show the manner and rate of growth of twigs and plants, they will be painted or modeled repeatedly at intervals from the beginning to the end of the school term.

Literature.—Children will be encouraged to reinforce oral expression with art expression, to illustrate stories as they tell them. They will express, also, in this way the thought acquired from the printed page.

Some of this work will be given in the form of games.